

Introduction: The chart below outlines the content of the grade-by-grade, month-by-month structure of this curriculum guide.

Grade:	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Content standards indicate what all students should know, understand, and be able to do. Individual Library-Information Literacy Standards 1-5 are emphasized on a month-by-month, grade-by-grade basis.	Benchmarks define our expectations for students' knowledge and skills along a developmental continuum in each content area. That continuum is focused at three points – the end of grade 4, the end of grade 8, and upon graduation (grade 12). The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. They describe a learning progression leading to a Benchmark. Terms in the Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Vocabulary column. Visit www.big6.com for resources			Suggested assessment strategies will appear in each grade level and month table. Comprehensive systems of assessment, formative to summative, include formal and informal assessment as well as student generated evidence of learning.	Suggested reporting tools and approaches will appear in each grade level and month table.
October						
November						
December						
January						
February						
March						
April						
May/June						

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

Each Information Literacy/Library Media Standard is correlated to the College and Career Readiness Anchor Standards for English Language Arts and the Mathematical practices.

Performance Rubrics

The rubrics contained in this document establish a set of criteria describing students' performance, along a continuum from novice to advanced, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations (ELE). In order to use these generic, analytical rubrics the teacher-librarian or classroom teacher must revise and customize them for specific tasks and assignments. Performance levels define the achievement in broad, general terms and address the question: "How well does a student apply the skills and processes expressed in the standards?" Novice level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. Nearing Proficiency denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark. "Proficient" denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. "Advanced" denotes superior performance.

Library-Information Literacy Curriculum Guide
 Grade-by-Month View
 Grade: Kindergarten
 January 2013 – Version 2 Working Draft

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Overview: Standards 1-5		n/a		Pre-test and formative assessments	assignment grades feedback forms self-assessments test reports

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
October	Standard 1: Students must identify the task and determine the resources needed.	Benchmark 1, End of Grade 4: Define the problem. Benchmark 2, End of Grade 4: Identify the types of information needed. Benchmark 3, End of Grade 4: Choose from a range of resources.	1.A. listen and retell problem or task 1.B. retell keywords 1.C. listen and retell the topic 1.D. listen to the steps needed to solve the problem or task 2.A. explore possible resources (print, nonprint, digital, community resources) 3.A. choose resources from a limited selection	Benchmark 1. keyword, topic, resource, plan Benchmark 2. print, nonprint, digital, community resources, plan Benchmark 3. plan, do	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>College and Career Readiness Anchor Standards for Writing</u> Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <u>Include sources by and about American Indians.</u> 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>Include sources by and about American Indians.</u></p> <p><u>College and Career Readiness Anchor Standards for Speaking and Listening</u> Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 1b. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and</p>	<p><u>Mathematical Practices</u> 1. Makes sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.</p>

English Language Arts/Literacy	Mathematical Practices
requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	

Standard 1 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem	A. listen and retell problem or task with errors B. retell few keywords C. listen and retell the topic omitting most details D. listen to the steps needed to solve the problem or task with frequent redirection	A. listen and retell problem or task with limited details B. retell some keywords C. listen and retell the topic with limited details D. listen to the steps needed to solve the problem or task with some redirection	A. listen and retell problem or task B. retell keywords C. listen and retell the topic D. listen to the steps needed to solve the problem or task	A. listen and retell problem or task with insight and detail B. retell keywords with enriched vocabulary C. listen and retell the topic with elaborate detail D. listen to and anticipate the steps needed to solve the problem or task
2. Identify the types of information needed	A. explore a familiar resource	A. explore some familiar resources	A. explore possible resources (person, book, online)	A. explore possible resources including specific resources
3. Choose from a range of resources	A. choose any resource from a limited selection	A. choose a minimal number of resources from a limited selection	A. choose resources from a limited selection	A. choose relevant resources from a limited selection

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
November	Standard 2: Students will locate sources, use information and present findings.	Benchmark 1, End of Grade 4: Locate a resource needed to solve the problem. Benchmark 2, End of Grade 4: Evaluate resources. Benchmark 3, End of Grade 4: Locate information within the source. Benchmark 4, End of Grade 4: Extract information from resources needed to solve problems. Benchmark 5, End of Grade 4: Organize information to solve problems. Benchmark 6, End of Grade 4: Create a product that presents findings.	1.A. recognize the library personnel 1.B. locate basic sections in the library (e.g., fiction, nonfiction, periodicals) 2.A. explore fiction and nonfiction resources 3.A. discuss parts of a book (e.g., author, illustrator, spine, title page) 3.B. view and listen for information 4.A. demonstrate active listening 4.B. explore main ideas 4.C. recognize picture clues 4.D. listen and view for purpose 4.E. listen and identify relevant information (e.g., main idea, details) 4.F. retell key information 4.G. credit sources 5.A. sequence information 6.A. design original work following established guidelines	Benchmark 1. fiction, nonfiction, periodicals, biography, reference, Boolean/limiter, library catalog, database, call number, do Benchmark 2. relevant, appropriate, detailed, current, authority, biased, do Benchmark 3. spine, spine label, author, illustrator, title page, copyright, table of contents, do Benchmark 4. skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, do Benchmark 5. sequence, do Benchmark 6. do	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<u>College and Career Readiness Anchor Standards for Reading</u> Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Include texts by and about American Indians.	1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 5. Use appropriate tools strategically. 6. Attend to precision.



English Language Arts/Literacy	Mathematical Practices
<p>Craft and Structure</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text. Recognize words and phrases with cultural significance to American Indians.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text..</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><u>College and Career Readiness Anchor Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Production and Distribution of Writing</p> <p>4. Begins in grade 3</p> <p>Research to Build and Present Knowledge</p> <p>9. Begins in grade 4</p> <p>Range of Writing</p> <p>10. Begins in grade 3</p> <p><u>College and Career Readiness Anchor Standards for Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>1b. Continue a conversation through multiple</p>	

English Language Arts/Literacy	Mathematical Practices
<p>exchanges.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	

Library-Information Literacy Curriculum Guide
Grade-by-Month View
Grade: Kindergarten
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Standard 2 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Locate a resource needed to solve the problem.	A. sometimes recognizes the library personnel B. locate some basic sections of the library with limited success	A. usually recognizes the library personnel B. locate some basic sections of the library	A. recognize the library personnel B. locate basic sections in the library (e.g., fiction, nonfiction, periodicals)	A. recognize the library personnel by name B. locate basic sections of the library and items within them
2. Evaluate resources.	A. explore fiction and nonfiction resources with limited success	A. explore fiction and nonfiction resources with some errors	A. explore fiction and nonfiction resources	A. explore fiction and nonfiction resources with precision and accuracy
3. Locate information within the source.	A. discuss parts of a book with limited success B. view or listen for information rarely	A. discuss some parts of a book B. view or listen for information some of the time	A. discuss parts of a book (e.g., author, illustrator, spine, title page) B. view and listen for information	A. discuss parts of a book with an impressive level of depth B. view or listen for information with ease
4. Extract information from resources needed to solve problems.	A. demonstrate active listening for limited periods of time B. explore few of the main ideas C. overlook picture clues D. listen and view for purpose with limited comprehension E. struggle to listen and identify key information F. retell irrelevant information G. fail to credit sources	A. demonstrate active listening much of the time B. explore some main ideas C. recognize picture clues with inaccuracies D. listen and view for purpose with some comprehension E. listen and identify some key information F. retell some relevant information G. credit sources incompletely	A. demonstrate active listening B. explore main ideas C. recognize picture clues D. listen and view for purpose E. listen and identify relevant information (e.g., main idea, details) F. retell key information G. credit sources	A. model active listening B. explore connections between main ideas C. discusses connections between picture clues D. make connections between text and other sources while listening and viewing for purpose E. shows an impressive level of depth when listening and identifying key information F. summarizes information G. credit sources
5. Organize information to solve problems.	A. sequence information with limited accuracy	A. sequence information with some accuracy	A. sequence information	A. sequences information with detail and/or using unique methods
6. Create a product that presents findings.	A. design original work without reference to established guidelines	A. design original work following some of the established guidelines	A. design original work following established guidelines	A. design original work following established guidelines with an impressive level of depth

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
December	Standard 3: Students will evaluate the product and learning process.	Benchmark 1, End of Grade 4: Assess the quality of the product. Benchmark 2, End of Grade 4: Describe the process.	1.A. compare product to criteria 1.B. reflect on final product 1.C. explore ideas for improvement of the product 2.A. retell the steps that were used 2.B. discuss how well the process worked	Benchmark 1. review Benchmark 2. review	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>College and Career Readiness Anchor Standards for Writing</u> Production and Distribution of Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Range of Writing 10. Begins in grade 3</p> <p><u>College and Career Readiness Anchor Standards for Speaking and Listening</u> Comprehension and Collaboration 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>1. Makes sense of problems and persevere in solving them. 8. Look for and express regularity in repeated reasoning.</p>

Standard 3 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Assess the quality of the product	A. struggle to compare product to criteria B. reflect on final product without demonstrating understanding C. struggle to explore ideas for improvement of the product	A. compare product to criteria some of the time B. reflect on final product with errors C. explore general ideas for improvement of the product	A. compare product to criteria B. reflect on final product C. explore ideas for improvement of the product	A. compare product to criteria throughout the process B. reflect on final product in a quantitatively deeper way C. explore creative ideas for improvement of the product
2. Describe the process	A. retell some steps that were used with errors B. struggle to discuss how well the process worked	A. retell some steps that were used B. vaguely discuss how well the process worked	A. retell the steps that were used B. discuss how well the process worked	A. retell the steps that were used concisely in his/her own words B. discuss with ease how well the process worked

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
January	Review and Assessment				Interim: TRAILS	TRAILS report

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
February and March	Standard 4: Students will use information safely, ethically and legally.	Benchmark 1, End of Grade 4: Legally obtain and use information. Benchmark 2, End of Grade 4: Identify the owner of ideas and information. Benchmark 3, End of Grade 4: Participate and collaborate in intellectual and social networks following safe and effective practices.	1.A. define ownership 1.B. discuss the concept of intellectual property 1.C. follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules) 1.D. comply with district technology use policy 2.A. recognize that an idea has an owner 2.B. recognize that information comes from a source 2.C. credit sources (format e.g., book, person, digital resource) 3.A. interact appropriately in social situations (e.g., blended learning, etc.) 3.B. explain the need for Internet safety 3.C. explain appropriate online behavior	Benchmark 1. copyright, fair use, district technology use guidelines, plan, do Benchmark 2. author, illustrator, artist, composer, plan, do Benchmark 3. plan, do, blended learning, intellectual networks, social networks, .com, .edu, .org	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>College and Career Readiness Anchor Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Production and Distribution of Writing</p> <p>4. Begins in grade 3</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Include sources by and about American Indians.</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.</p> <p>Research to Build and Present Knowledge</p> <p>9. Begins in grade 4</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

Standard 4 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Legally obtain and use information	A. retell the definition of ownership B. retell the definition of intellectual property C. rarely follow school guidelines for responsible use of information resources	A. define ownership at a basic level B. discuss the concept of intellectual property at a basic level C. follow school guidelines for responsible use of information resources most of the time	A. define ownership B. discuss the concept of intellectual property C. follow school guidelines for responsible use of information resources	A. define ownership thoroughly B. discuss the concept of intellectual property in depth C. follow school guidelines for responsible use of information resources
2. Identify the owner of ideas and information	A. rarely recognize that the idea has an owner B. rarely recognize that information comes from a source C. rarely credit sources	A. struggle to recognize that an idea has an owner B. recognizes that information comes from a source most of the time C. credit sources most of the time	A. recognize that an idea has an owner B. recognize that information comes from a source C. credit sources	A. can explain that an idea has an owner B. can explain that information comes from a source C. credit sources
3. Participate and collaborate in intellectual and social networks following safe and effective practices	A. frequently interact inappropriately in social situations B. struggle to explain Internet safety with any depth C. struggle to explain appropriate online behavior with any consistency D. comply with district technology use policy most of the time without understanding why	A. interact appropriately in many social situations B. explain the need for Internet safety at a basic level C. explain appropriate online behavior most of the time D. comply with district technology use policy most of the time with a basic understanding of why	A. interact appropriately in social situations B. explain the need for Internet safety C. explain appropriate online behavior D. comply with district technology use policy	A. model appropriate interactions in social situations B. explain the need for Internet safety C. discuss appropriate online behavior D. model compliance with district technology use policy

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
April	Standard 5: Students must pursue personal interests through literature and other creative expressions.	Benchmark 1, End of Grade 4: Use a variety of digital and print formats for pleasure and personal growth. Benchmark 2, End of Grade 4: Use a variety of genres for pleasure and personal growth. Benchmark 3, End of Grade 4: Access and understand multiple resources from diverse cultures including Montana American Indians. Benchmark 4, End of Grade 4: Access libraries to seek information for personal interest.	1.A. identify personal interests 1.B. locate personal interest print materials according to physical location 1.C. explore a variety of available resources related to interest 2.A. discover types of genres (e.g., fairy tales, folktales, mysteries, etc.) 2.B. respond to materials from a variety of genres 2.C. explore award winning literature (e.g., Caldecott, Treasure State, etc.) 2.D. explore a variety of genres for pleasure 3.A. view and listen to available cultural resources (e.g., print, nonprint, database, online references, indexes, community) 3.B. view and listen to a variety of cultural materials (including Montana American Indians) 4.A. explore community resources (e.g., school library, public library, college library, museum, community members, etc.)	Benchmark 1. plan, do, review Benchmark 2. plan, do, review, genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award Benchmark 3. plan, do, review Benchmark 4. plan, do, review, Inter-library loan (ILL), e-books	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<u>College and Career Readiness Anchor Standards for Reading</u> Craft and Structure 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others.



English Language Arts/Literacy	Mathematical Practices
<p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p> <p><u>College and Career Readiness Anchor Standards for Writing</u> Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Production and Distribution of Writing 4. Begins in grade 3 Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Include sources by and about American Indians. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians. 9. Begins in grade 4.</p> <p><u>College and Career Readiness Anchor Standards for Speaking and Listening</u> Comprehension and Collaboration 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to precision.</p>

Standard 5 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Use a variety of digital and print formats for pleasure and personal growth	A. have difficulty identifying personal interests B. locate personal interest print materials solely through browsing C. explore available resources related to interest with limited understanding	A. usually identify personal interests B. locate personal interest print materials according to physical location frequently C. explore available resources related to interest with limited perspective	A. identify personal interests B. locate personal interest print materials according to physical location C. explore a variety of available resources related to interest	A. identify and expand on personal interests B. model location of personal interest print materials according to physical location C. explore available resources related to interest and transfers skill from one context to another
2. Use a variety of genres for pleasure and personal growth	A. discover some types of genres with limited success B. respond to materials from limited number of genres C. explore limited award winning literature D. explore a variety of genres for pleasure rarely	A. discover some types of genres B. respond to materials from some genres C. explore some award winning literature D. explore a variety of genres for pleasure much of the time	A. discover types of genres B. respond to materials from a variety of genres C. explore award winning literature D. explore a variety of genres for pleasure	A. discover types of genres and cite examples B. respond to materials from a wide variety of genres C. explore award winning literature D. explore a variety of genres for pleasure and make connections between genres
3. Access and understand multiple resources from diverse cultures including Montana American Indians	A. view and listen to available cultural resources with limited understanding B. view and listen to a variety of cultural materials with limited understanding.	A. view and listen to available cultural resources with inconsistent understanding B. view and listen to a variety of cultural materials with limited perspective	A. view and listen to available cultural resources B. view and listen to a variety of cultural materials (including Montana American Indians)	A. view and listen to available cultural resources using multiple methods B. view and listen to a variety of cultural materials and make connections with larger multicultural communities
4. Access libraries to seek information for personal interest	A. explore community resources with limited understanding	A. explore community resources with imperfect understanding	A. explore community resources	A. explore a wide variety of community resources

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
May/June	Culminating Projects and Assessment				Summative: TRAILS	TRAILS report

Indian Education for All Resources

In addition to providing alignment to the Montana Common Core Standards for Mathematical Practices and the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, this guide provides a list of suggested Indian Education for All resources. The lists are not exhaustive or complete, but they suggest rich information and context for students to build awareness of the [Essential Understandings Regarding Montana Indians](#) and make connections to Montana's cultural heritage. Complete lists of materials provided to schools by the OPI Indian Education Division can be found on the OPI Web site at:

http://www.opi.mt.gov/Programs/IndianEd/IEFAResources.html#gpm1_2.